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THE INITIAL YEAR OF THE TITLE I PROGRAM

AT WHITTIER JUNIOR HIGH SCHOOL IN

SIOUX FALLS, SOUTH DAKOTA

BY

DANIEL A. OURSLAND

A research problem submitted
in partial fulfillment of the requirements for the
degree Master of Education, Department of
Education, South Dakota
State University

1967

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CHAPTER I

INTRODUCTION

Title I is a program of aid to education under the auspices of the U. S. Department of Health, Education, and Welfare. This treatise will be concerned with the formulation and implementation of the Title I program at Whittier Junior High School in Sioux Falls, South Dakota, during the summer of 1966. The Title I program at Whittier Junior High is one of the many innovations to be found in this program of federal aid to education. The range of programs acceptable under Title I is as great as the ingenuity of individual administrators and teachers. Of course, certain specifics must be met before a program is approved. These will be discussed in the ensuing chapter.

Reasons for Undertaking Study

This writer's motives for undertaking a research project which was concerned with the Title I program were as follows:

To provide some insight into the reasons for and objectives of the federally financed Title I program.

To acquaint interested people with some of the criteria necessary for developing Title I programs.

To show an example of one of the many possible innovations for aiding school children under this relatively recent phase of federal aid to education.

Expanding on the relatively limited body of knowledge dealing with Title I is a less specific motive for undertaking this study, but, nevertheless, it is important.

Procedure Followed

The primary method by which data were gathered by this writer was through the use of the research interview. This method involves the collection of relevant information through direct verbal interaction. Some direct observations of various Title I activities in Whittier Junior High School were made by this author during the summer of 1966. Much material relating to the Whittier Junior High School Title I curriculum and the case studies of pupils by the individual teachers was obtained from lesson plans and notebooks of the individual teachers.

Establishing rapport during interviews posed no problem as the author of this paper has been associated on a professional and personal basis with the administrators, counselors, and teachers interviewed for the past five years.

Delimitations of the Study

The scope of this paper will encompass only the Title I program at Whittier Junior High School in Sioux Falls, South Dakota.

CHAPTER II

CONCERNING THE BACKGROUND OF TITLE I

Formulation of the Program

The Title I program was formulated largely through the efforts of the staff members of the Elementary School Organization Section of the United States Office of Education.¹ Staff members of this office visited 16 large cities in the spring of 1964. They observed socially and economically disadvantaged children from three to eleven years of age. Included here were primarily those children whose families either received Aid to Dependent Children or had an average annual income of \$2,000.00 or less. The findings of this group indicated a need for special programs of education geared to the lower socio-economic groups.

Further research by the U. S. Department of Health, Education and Welfare revealed:²

That there existed a close relationship between poverty and lack of educational development.

That the ten states with the lowest per capita personal income have selective service rejects for mental tests well above the average for the 50 states.

1 Mackintosh, Helen K.; Gillian Gore; and Gertrude Lewis, Educating Disadvantaged Children in the Middle Grades, U. S. Department of Health, Education and Welfare, 1965, pp. 1-4.

2 U. S. Department of Health, Education and Welfare, " . . . The First Work of These Times . . .", American Education, April 1965, pp. 2-7.

That there was a direct relationship between drop-out rates and low incomes.

That school districts in need of equipment and materials are least able to pay for them.

By virtue of these studies it was concluded that special programs should be undertaken to aid the educable but underprivileged child.

The Title I program was enacted as a branch of the Elementary and Secondary Act of 1965. It was the first federal aid to elementary and secondary education to include both public and private school children. To preserve and maintain the traditional separation of church and state, Congress provided services for all children under the arrangement that private schools will not receive funds, nor will they as institutions receive services.³ The services for private school children were to be rendered through the public schools.

Requirements for Participation in the Program

Financial assistance to local educational agencies for the education of children under Title I is determined by the following criteria:⁴

School districts must contain at least 100 school children from low income families (\$2,000.00 or less annually) or families on Aid to Dependent Children.

³ Department of Education, National Catholic Welfare Conference, Understanding the Elementary and Secondary Act of 1965, NCWC, 1312 Mass. Ave., N.W., Washington, D. C. 20005.

⁴ Shaffer, Hellen B., Summer School Innovation, Editorial Research Reports, 1:429, June 14, 1965.

If the school district is in a low population area, then three per cent of the total school population must be those children from low income families or on Aid to Dependent Children.

The school districts must have programs designed to meet the needs of educationally-deprived children. These programs must be of sufficient size, scope, and quality to give reasonable promise of meeting those needs.

Title I payments may not exceed 30% of a school district's regularly budgeted expenditures for that year. Also, combined fiscal efforts of the state and local agencies must be maintained.

The following chapter will be concerned with one innovation of the Title I program on a local basis: The Whittier Junior High School Title I program.

CHAPTER III

OBJECTIVES AND OVERVIEW OF THE WHITTIER SCHOOL PROGRAM

The objectives of the Whittier School program were designed during evening sessions in the spring of 1966 by teachers interested in participating in a Title I program. The program emphasized primarily character building with less emphasis on scholastic achievement. These objectives were:

1. Improvement of self image.
2. Improvement of school attitude.
3. Broadened cultural and educational background.
4. Academic growth.

Means of obtaining these objectives differed in many aspects from the normal school routine, for example:

The students received no textbook assignments.

The class sizes ranged from twelve to fourteen students.

The requirements were few and flexible. This was not an extension of routine schooling.

The weekly field trips provided a core for learning experiences.

The students received constant praise and encouragement and did not experience failure.

From a variety of programs suggested, summer sessions were selected as being the most adaptable to the needs of the students. Summer school provided better accommodation of parochial school children by eliminating bussing problems. Finding adequate classroom

space and hiring qualified personnel also posed no problem during the summer months.

The forenoon subject areas were divided into four periods of forty-five minutes each. Subjects offered were as follows:

1. Language Arts including special reading instruction - 4 periods.
2. Social Studies - 4 periods.
3. Math - 4 periods.
4. Science - 2 periods.
5. Art - 1 period.
6. Physical Education - 1 period.
7. Field Trip - 4 periods (one forenoon).

Pupils were required to return one afternoon per week. They were not allowed to return more than twice. Students were allowed to choose the activity best suited to their interests and were free to leave when they pleased.

The afternoon activities open to pupils included the following:

1. Individual help in basic subjects - all teachers.
2. Library facilities.
3. Creative Dramatics.
4. Art Projects.
5. Group Counseling Sessions.
6. Individual Counseling.
7. Recreational Activities (Physical Education).
8. Reading Instruction.
9. Science Laboratory.

The summer staff at Whittier consisted of ten teachers in the basic subject areas, a remedial reading teacher, a librarian, two full-time counselors, and the administrative staff. One of the counselors was assigned home interviews for the purpose of case studies.

There were seven field trips conducted during the first Title I program at Whittier Junior High. Six of the field trips were in the Sioux Falls area and the final field trip was to the Pipestone National

Monument. Transportation was by bus. Funds were made available for all services of the Title I program including transportation.

The next chapter is concerned with the field trip portion of the Title I program at Whittier Junior High School in Sioux Falls.

A slide presentation and narrative were presented prior to the field trip to help stimulate interest and provide orientation.

Upon arrival at the Title I site, the students were given a brief orientation. In preparation for the field trip, this will be the only field trip discussed in this chapter.

A slide (color transparency) presentation preceded the trip. The slides were provided by staff members via funds made available through Title I. These slides have been of water, points of historical interest in the Sioux Falls water story, and justifying need for the treatment of water. A narrative accompanied the slides and described the evolution of the local water supply. A picture of the classroom walk with the Indian Springs swimming pool. This is a large pool located one block from Whittier Junior High School. The narrative was given as follows:

"The water story about our local water supply is a story of a struggle. When the water supply is suddenly interrupted and water has to be brought in by truck, that tells the story of this struggle."

"The early settlers of our country began to settle in the area not only for transportation but because there was always a supply of water from the springs along the Indian Trail. This was along the stream and there were many other springs. Sioux Falls is an exception. In 1879 there was no settlement at what is now Sioux Falls. First there was a source of pure spring water at that location. This water is considered as the source of Sioux Falls. But it had to be carried from the source of Indian Trail, as well as the Indian Trail."

CHAPTER IV

THE SIOUX FALLS WATER SUPPLY FIELD TRIP

Orientation

The first field trip of the Whittier Junior High summer session under Title I was entitled, "The Sioux Falls Water Supply." To preserve some semblance of brevity, this will be the only field trip discussed in this treatise.

A slide (color transparency) presentation preceded the trip. The slides were provided by staff members via funds made available through Title I. These showed some uses of water, points of historical interest in the Sioux Falls water story, and facilities used in the treatment of water. A narrative accompanied the slides and described the evolution of the local water supply. A portion of the discourse dealt with the Drake Springs swimming pool. This is a large pool located five blocks from Whittier Junior High School. The narrative was given as follows:

"We seldom think about our dependence on water until there is a shortage. When the water supply is suddenly exhausted and cities have to haul the water in by truck they then become aware of this necessity.

"The early settlers of our country stayed close to streams not only for transportation but because there was always a supply of water from the springs along the banks. Villages thus grew along the streams and these later became cities. Sioux Falls is no exception. In 1858 Fort Sod was established at what is now Tenth and First Avenue because of a source of pure spring water at that location. This might be considered as the beginning of Sioux Falls. Fort Sod had to be vacated later because of Indian raids. As soon as the Indians there

were brought under control they returned to the fort. Early pioneers began to come into the area and settle near the fort. In 1884 there is reference to the 'old town pump'. This was a community well located near Twelfth and Phillips where our post office now stands. The residents all came to this pump with their water buckets. No doubt the pump had existed for some time prior to 1884 for in this same year there was talk about procuring a larger supply for the fast growing community. A Mr. Kuhn then offered to supply the community with adequate water to be pumped from the Sioux River. His was the beginning of the first water system in Sioux Falls. He owned the plant and sold water to the residents.

"The water treatment at that time could not compare to that of today. In the winter of 1885-86 a typhoid epidemic broke out due to the contamination of the river water. The pumping station had been located on the west bank of the Sioux between Seventh and Eighth Streets. It was now moved further up the river to a point between Eleventh and Twelfth Streets. It was felt that this was above the points of contamination. However, there was still much illness resulting from the impure water. The people wanted a pure water supply.

"There were two quite large springs in Sioux Falls, one near our present Drake Springs swimming pool and the other, Minnehaha Springs, at the sight of the present Minnehaha Bottling Works. It was proposed that these be developed as a water supply by deepening them. Col. H. J. Drake bought the land in the area of the Drake Springs pool and started to drill at the springs sight. He encountered solid rock after a few feet and was forced to use a diamond drill to cut through the rock. At seven hundred feet the drill shaft broke. No practical way of removing the drill could be found so today the diamonds lie seven hundred feet below the surface at the sight of the present Drake Springs Well.

"The water company of which Mr. Kuhn was owner made further explorations and found that north of the city there seemed to be a vast underground supply of water only a few feet beneath the surface. They bought one hundred acres of land in the area of our present water plant and drilled several six-inch wells. In 1890 the city awarded a contract to the water company to furnish water for Sioux Falls from the wells north of the city. We must keep in mind that the water company was a private company selling water to the residents of the city.

"By 1899 the water company was serving over 900 customers. Today there are approximately 18,000 metered customers. Since the water company was the same organization which had served the citizens during the years of the typhoid epidemic there was some ill feeling for the company and this seemed to grow. Twice it was proposed that the city buy the water plant from the company and a bond issue was put before the voters to raise money for the purchase. Twice it was voted down. However, by 1908 hostility toward the water company had grown to such an extent that when the third bond issue came up it passed and the city took over ownership of the plant. Since that time we have had a municipally owned water plant.

"For information on our plant as it is today, refer to the 1964 Annual Report of the Sioux Falls Water Department.

Drake Springs Pool

"If you have concluded that there must be some connection between the name of the Drake Springs and that of Col. H. J. Drake, you are correct. The Drake Springs well and the Drake Springs swimming pool both derive their name from the same source. However, it was not Col. Drake who built the present pool.

"In the early thirties we were in the midst of a depression. Many men had no jobs. The federal government had initiated a work program, W.P.A. (Works Progress Administration), in which those without jobs could be put to work on local public projects. The pay was not much but it did provide some income.

"Commissioner Joseph Nelson was a practical man. He used the W.P.A. labor force to construct the present Drake Springs Swimming Pool and the water from the Drake Springs Well to supply the pool with pure, fresh spring water. The water proved to be so cold that it first had to be diverted to a warming pond which extended from the pool east to Cliff Avenue. Here the water was warmed by the sun. The water not only became warm but it also became contaminated with water sacks and other rubbish which people would throw in the pond. As the pool attracted hundreds of people each day, the open Drake Springs Well also became contaminated by popcorn bags, half eaten sandwiches, candy wrappers, etc. It eventually became necessary to cover the well and to eliminate the warming pond. The pond has now been filled in with dirt and is gravelled for a parking lot.

"The well still furnishes the major part of the water for the Drake Springs pool."

Objectives

The objectives of the field trip, drawn up through a cooperative effort on the part of the administrators and teachers at Whittier, were:

1. To enrich the cultural and background experiences of the students.
2. To give a common experience to all pupils so that each teacher may use this experience as a spring board in stimulating interest in and relating it to his or her subject area.
 - a. Social Studies (Civics) - to realize the necessity of government and the part it must take in securing an adequate water supply - the importance of conservation.
 - b. Social Studies (History) - to stimulate an interest in the past history of Sioux Falls and relate this to the state and national governments.
 - c. Science - to arouse the pupil's interest in earth science through the presence of this underground water supply which he or she sees. To relate the science of purification of water to the steps observed at the water plant - aeration, filtering and chemical additives.
 - d. Mathematics - involved in the many problems of water costs, cost of filling a swimming pool, converting gallons to cubic feet, cost of that leaking faucet over the months, per capita consumption, capacity of various types of wells, etc.
 - e. Language Arts - How is the pupil to communicate his experience of the day? An oral report? A written report? A panel discussion: (private vs. municipal ownership of water supply, fluoridation - Can we tell the citizens north of the city that they cannot contaminate our water supply?). A booklet? Will the pupil want to make further study of certain phases of the water plant? If so, where to get material, how to use the library, etc. Were the pupil's notes well organized or does he need some instruction in note taking?
 - f. Art - Will the pupils who make booklets need help in lettering, in designing an attractive cover, with cross-sectional drawings of the wells, of the underground formations? Would he or she want to make a landscape drawing of that beautiful area near the river?

3. To arouse an interest in school and the learning process.

Relating the Field Trip to Subject Areas

Interdepartmental correlation was established through the use of work sheets. The purpose of the work sheet from each department was to give ideas as to how that department could relate to the particular field trip of that week. It showed how to take advantage of the common experiences of all of the pupils to build a meaningful learning situation. In order to take advantage of the interests of the pupils many possibilities were included. Departmental work sheets for the water supply field trip were as follows:

Social Studies (government & citizenship)

1. Discussion relative to private ownership--the part private capital plays in services to the citizens and to developing our nation.
2. How a community incorporates--why they incorporate.
3. To develop an understanding of public utilities.
4. To develop an understanding of city government--the need, forms.
5. To see the needs of responsibility of leadership in a community.
6. Special discussion topics related to government and our water supply.
 - a. The area north of our city beyond the city limits is becoming a residential area. All of these homes have septic tanks which drain into the underground water supply from which Sioux Falls gets its water. This threatens the purity of our water. Does the city of Sioux Falls have authority to stop this? What can be done? Should any government agency have authority over this situation? If so, what level of government?
 - b. We note that a bond issue was submitted to the voters in the early 1900's in order to buy the water plant from the water company. What is a bond issue? We note that the Board of Education plans to submit a bond issue to the people of Sioux Falls in order to build a fifth junior

high school. Why must this be submitted to the voters? Wouldn't it be better just to have the governing body issue the bonds? We could do away with the expense of the election.

- c. A large city has grown beyond the capacity of its present water supply. It is proposed to build a huge dam on a nearby river thus forming a large lake from which the city can obtain its supply of water. The neighboring state through which the river runs complains that the water is needed by their state for irrigation and asks that the city be prohibited from building the dam. Who decides? What level of government is brought into this controversy?

Social Studies (history & geography)

Objectives: To stimulate an interest in the past history of Sioux Falls.

To relate this aroused interest to our state and United States history.

To note the relationship between source of water supply and present location of Sioux Falls. Relate this to the geographic location of cities throughout the United States.

Procedure: Orientation for trip - Show specially prepared film strip of field trip along with narration so that pupils will better understand what they see.

Discussion following trip - (1) General discussion to find pupil interests; (2) The importance of water to geographical location of cities--Sioux Falls for example, overhead projection of map; (3) History of Col. Drake and Drake Springs well and pool; (4) Dams in the state; (5) Significance of water in discovery of our country; (6) Importance of water in the development of our country; (7) Uses of water--necessity of life, power such as early water wheels, irrigation, present electrical plants such as hydro-electrical; (8) Water problems--shortages in large cities using New York City as an example, conservation including the necessity and present efforts, problems of pollution.

Language Arts

- Objectives:
1. To observe and listen.
 2. To learn how to take notes.
 3. Use of the library.
 4. Reports--oral, written, group discussion.
 5. Vocabulary building - example - aquifer. Relate to other known words - aquarium, aqueduct, aquatic animals, the color aqua blue.
 6. Summarize.

Suggested Activities:

1. Follow up on note-taking. How well did you listen? How well did you organize? Can you read it (penmanship)?
2. Take class to the library. See what can be found on the topic. Help on how to find it.
3. Discussion of different ways of communicating your ideas. Oral reports, written reports, panel discussions, illustrations, drawings, overhead projection, pupil-made tape, organization of material.
4. Booklet. How to organize, illustrate, clippings, labeling, etc.

Involving Dramatics:

One of the modern problems of democracy is to employ all the forces man has invented and still not mar natural beauty: to harness Niagara without spoiling the majesty of the great cataract; to utilize the power of steam and still not clutter up the countryside with ugly, sooty factories.

On this beginning day, and to stimulate interest by giving each student a part in the day's proceedings, a short play, "The Evil Kettle" by Lord Dunsany might be read. This play takes one to the kitchen where the boy James Watt dreamed of employing the power of steam as he sat watching it lift the lid of his mother's kettle. To Lord Dunsany, lover of the green hills, the kettle represents evil.

After completing the fifteen minute playlet, such questions as these might be employed to relate, at least in part, to the tour--(1) What evidence

have you observed in disregard for beauty of view in city or country?; (2) What evidence that America is waking up to the need of preserving her beauty?; (3) Can pupils do anything to help, either individually or as classes?

Suggested Voluntary Reports and Activities

1. Report on the Robert Moses Power Plant located near Niagara Falls, New York. This report would bring out the efforts to utilize the river for power without destroying the scenic beauty of the Falls.
2. A series of skits could be presented depicting some of the events in the development of the Sioux Falls Water Supply. Proper costume of the time could be used. Some scenes could be:
 - a. Neighbors visiting at the community pump which was located near our present post office sight.
 - b. A meeting of the aldermen at which Mr. Kuhn offers to install a pumping station on the Sioux River to deliver water right to the homes of the residents.
 - c. A bedside scene at which the doctor solemnly informs the parents that there is little hope for their little girl who is dying of typhoid. He explains that the water of the Sioux River has been contaminated and is the cause of the epidemic. Time--the winter of 1885.
 - d. Another scene at an aldermen's meeting. Angry citizens demand that the water company contract be revoked--that they be assured of a safe water supply.
 - e. Aldermen's Meeting 1907 - Although the water company is now delivering safe drinking water from wells north of the city, citizens are demanding that the city buy the water system from the water company. A bond issue must be put to the voters. It passes. This is the beginning of the present Sioux Falls Water Plant.

Mathematics

The field trip will be used to establish the areas of interest to the students. Once the areas of interest are established problems involving those interests will be developed and solved by the students. Examples of such problems follows:

1. How many square feet of actual swimming area should be considered for a swimming pool if the maximum number of actual swimmers at any time is not expected to exceed 100 and the recommended space per swimmer is 100 square feet? Determine the dimensions of a swimming pool that would permit the recommended 100 square feet per person for 100 persons.
2. Drake Springs Pool has 37,000 square feet of surface area. Using the recommendations for space per person, how many people could normally use the pool at one time?
3. An average cost of construction for swimming pools is \$15 per square foot. On this basis what would it cost to replace Drake Springs Pool with another pool of comparable area?
4. Most swimming pools today are constructed with a maximum of 10,000 square feet. What is the cost of the average pool today?
5. If admission of 15¢ per person is charged to enter a swimming pool and the average attendance per day is 200 people and the pool is open seven days a week for eleven weeks a year, how long will it take to pay for the cost of construction of the pool?
6. If operation of a filter plant and personnel to operate a pool cost \$5,000 a season, how much longer must the pool be operated to pay for the initial cost to the city for a pool the size of Drake Springs?
7. It has been said that 30% to 40% of the people at a swimming pool are the people on the decks and turf area surrounding the pool. A recommended average space per person is 100 square feet. How many square feet would be needed for a pool area around Drake Springs to meet this average? How many square feet would be needed around a pool of size now considered most feasible (10,000 square feet)?
8. Design a swimming pool using the recommended figures as stated in the problems above, showing both the actual swimming area and the turf area surrounding the pool.

9. Discuss how we measure water. Develop the idea of what a gallon is. (Look up definition). Show how we can change a gallon to cubic feet.
10. Find the capacity of various types of wells. Using the information on Page 6 of the annual report find the capacity of two of these (Numbers 16 and 24) wells. This will necessitate the use of formulas, $A = \pi r^2$ and $V = BK$. Find out what π is? Change the volume of the above wells to gallons.
11. In 1964, 3,664,480,214 gallons were pumped and 3,190,503,400 gallons sold. Find the per capita use. Using this figure, how many people would these two wells above accommodate? It might be interesting to figure the cost of lost water due to a leaky faucet but with first look at it, the cost is insignificant in a home at the rate of six gallons lost per day.
12. It is found that a leaking faucet fills a quart jar in 30 minutes. (a) How many gallons of water are lost each day? (b) How many gallons per year? (c) How many cubic feet per year? (d) What would be the cost of this lost water for one year?

Science

Field trip to the Drake Springs and Sioux Falls Water Works.

Two 40-minute periods with each youngster will permit little diversity, or variety. A review of the trip by film strip--when such is available--will consume much of the time.

It is my hope and plan to permit the field trip to (1) help the child to understand and realize the time, work, money, energy, and concern which go into the preparation of good, clean, fresh, clear water, and (2) to delight in the knowledge which will help him to understand his part in keeping our waters clean and wholesome.

I cannot believe that the necessity for conservation of each and every one of our natural resources can ever be overstressed or overemphasized. These youngsters--even though they may be academically weak--are, perhaps, just as sensitive to their environment(s) and desirous of falling into step with it than other children, if not more so. I am convinced that the "low-level"

student is, more often than not, closer to nature and more in tune with the forces therein than he who has become "adjusted" to the intensely artificial world so rapidly being foisted upon all of us.

It would be like the presentation of a one-sided coin to permit the child first-hand knowledge of only the "how" of water collecting and preparing. It must also be that the "how to preserve" that which is available that is, in the end, the thing of chief importance.

Spelling Goals

To build a spelling chart of words necessary to communicate about the observation.

To learn to spell common words necessary in order to write about the observation. Examples of these two goals would be such words as "gauge," "massive," "chlorine," "lagoon," "sludge," "algae," "filter," "diamond," "parallel" (taken from parallel bars in fence around the well at Drake Springs), "volume," "million," "equipment." The teacher will have to help build the spelling list.

To learn to build groups of words:

swim	dive	loud	clear
swimmer	diver	louder	clearest
swimming	diving	loudest	clearer
			clearness
			clearing
			clearance

To learn to use troublesome words pertinent to the trip:

its	it's	(It's outside of the city limits.)
		(Its purpose is to supply fresh water.)
their	there	they're
to	too	two
your	you're	
writing--not	writing	
first--not	frist	
separate--not	seperate	
tries--not	trys	
until--not	untill	
		whose who's
		should of for should have
		new knew
		quit, quite, quiet
		learn teach
		know no now

To note spelling errors in everyday writing and use them as list words.

To build spelling exercises similar to example:

am ng the trees	a ben fit to use
al ight with me	a b g b ildi g
begin g now	par el bars

Words built

Words would be built from the spelling words in the chosen list for the week.

These are simply ideas that very undoubtedly will have to be changed and varies as one meets his group and begins working with each one. Children feel a bit more secure working in groups, pairs, or even for one to be at the chalkboard writing the different suggestions or ideas given by the class--as in building vocabulary lists, expansion of words, phrases, sentences, and stories.

We will have to remember their attention span is short, and the more we can vary their work, the better they are apt to like it. Whenever a game can be injected into the period, especially when it pertains to our work, I think we should be mindful of same.

Some youngsters like to write a story about a point of interest and then lightly sketch a picture using colored pencils or crayons over the written story. The picture must be colored so lightly that the writing is still legible.

Notebooks could be made. These could contain the printed material collected as well as the written work encountered during the week. This could lend organization in that a table of contents could be made as well as a picture section and the written work.

The interdepartmental work sheets were listed verbatim.

CHAPTER V

THE CASE STUDY

Each teacher in the Title I program was asked to make a case study of a child. To realize the greatest amount of benefit from the case study, it was suggested that several criteria be kept in mind:

The potential of the case study to indicate reasons for certain values and behaviors of the child.

The use of the case study as an evaluation technique.

The worth of the case study as a stimulant for self-evaluation of biases and personal value systems.

To assist the teacher in selection of the child to be studied, it was suggested that a sociogram be undertaken during the first week of the summer session. The sociogram plus the data provided from the student's cumulative record would facilitate early selection of a child to be studied, allowing at least five weeks for individual study.

The following methods were suggested as aids for the implementation of the case study:⁵

Interviews: Interviews were felt to be the most effective and efficient methods permitting the teacher to gain knowledge about the child. It was felt that the perceptive teacher should be able to gain some understanding of the child's feelings toward home environment, classmates, and other personal relationships through these informal talks.

Anecdotal Reports: Anecdotal reports are reports made on any significant behavior. These observations should begin immediately

⁵ Bell, Lowell, Department of Pupil Personnel, Sioux Falls Independent School District Number 1, Sioux Falls, South Dakota.

after the case study selection has been made. Each day the most meaningful incident should be recorded. The following is an outline of typical anecdotal observations:

Date	Situation	Observation
Monday June 13	Recess	Betty was reluctant to join into any playground activities. She finally played tetherball after much coaxing by me. She displayed little enthusiasm for the game.
Monday June 13	Classroom	Betty didn't contribute to class discussion today. She did her assigned work.
		This is the second Monday in a row that Betty has displayed this attitude on Monday, but not on other days of the week.
		What could happen on weekends that could cause this? Should I ask her? Should I make a home visit?

Autobiography: In using the autobiography the teacher may provide an outline which would channel the responses to "happy experiences," "unhappy experiences," "fears," or other responses needed to complete the information about the child. One should not forget that one of the assets of the autobiography is that it allows the child freedom to express himself in his own way.

Open-End Questions: Another technique which employs some combinations of several information-seeking devices is the questionnaire. This could consist of one or more open-end questions to which the student may respond in his own fashion. Some suggestions for questions could include:

1. I wish tomorrow
2. I could do better in school if

This procedure enables you to direct the child's attention towards a specific problem area and yet not require him to answer in a way that he feels the teacher would want him to answer.

Observation: This method was thought to be a most valuable technique in the case study, but the teachers were reminded that purposeful observation must be coupled with thoughtful recording.

The counselors assigned to the Title I program were delegated the responsibility for utilizing the information gathered via case studies. This information was incorporated into the Title I confidential file at the Department of Pupil Personnel for the Sioux Falls School District. The primary reasons for keeping these records were for (1) government appraisal of the Sioux Falls Title I programs and (2) use by counselors and teachers engaged in the Title I program.

CHAPTER VI

EVALUATION

The evaluation phase of the Whittier School Title I program was directed primarily towards the child's social and emotional development with little emphasis being placed on academic achievement. The testing required for Title I participants was meager but probably sufficient, considering the brevity of the program. It was not expected that highly significant gains in any particular area were to be achieved in a six-week period.⁶

Two forms were utilized in evaluating the child's development. The first appraisal form was entitled, "Pupil's Individual Needs for Title I Summer Program." This form was checked by the counselors in areas where it was felt help was needed at the inset of the program. The form was completed by the student's assigned teachers at the conclusion of the program. The second evaluation form was a multiple-choice completions form with weighted responses dealing with the student's attitudes towards school. This inventory was administered during the first and final weeks of the summer session. An evaluation data sheet was used in compiling the results.

⁶ Bell, Lowell, Ibid.

Compilation of test data from the multiple-choice completions form showed levels of significance that varied between .01 and .05 for the Whittier classes. These levels of significance indicated that many pupils did improve in their school attitudes.⁷

The evaluation forms have been reproduced in the appendices of this treatise.

⁷ Hundley, Glen D., Counselor, Whittier Junior High School, Sioux Falls, South Dakota.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to acquaint interested people with the Title I program at Whittier Junior High School in Sioux Falls, South Dakota. The Title I program affords many valuable facets for the education of the socially and economically disadvantaged child. Since the Title I program is a recent innovation in education, studies relating to this new phase of federal aid are currently limited.

The Title I program conducted during the summer of 1966 at Whittier Junior High School in Sioux Falls was not an extension of the normal school routine. It was specifically a program whereby the student was assisted in gaining a more realistic understanding of his resources and environment. The school provided an opportunity for the student's self-appraisal through the use of character appreciation techniques. Praise and encouragement, no failures, elimination of rigid schedules or assignments, and learning experiences centered around tangible field trip observations comprised the core of the program.

A case study of a child was required from each teacher participating in the program. Assistance to the teachers in preparing case studies was provided through guidelines prepared by the Pupil Personnel Office of the Sioux Falls School System, and

APPENDIX A

PUPIL'S INDIVIDUAL NEEDS FOR TITLE I SUMMER PROGRAM

From _____ School to _____ School
 Name _____ Telephone No. _____
 Address _____ Parent's Name _____
 Pupil lives with: Parents _____ Mother _____ Father _____ Other _____
 Grade _____ Birthdate _____ Age as of June 6, 1966 _____
 Has this pupil ever been retained? Yes _____ No _____ In what grade? _____
 Iowa Basic G. E. for Vocabulary _____ Comprehension _____ Composite _____

- - - - - or - - - - -

	Paragraph	Word	Average		Lan-	Average
Stanford	Grade	Meaning	Meaning	Reading	Spelling	guage
Achievement						Arithmetic
Tests (G.E.)						

- - - - - or - - - - -

Any other pertinent test results: _____

_____ Name of test _____

CHECK THOSE AREAS WHERE HELP
IS NEEDED as of June 6, 1966

TEACHER REMARKS - July 1966

Habits and attitudes

____ Courtesy in speech and action _____

____ Assuming responsibility _____

____ Working with others _____

____ Self confidence _____

____ Pride in work _____

Work habits

____ Listening skills _____

____ Finishing work _____

Work habits (continued) Making effective use of time Working independently NeatnessCHECK THOSE AREAS WHERE HELP
IS NEEDED as of June 6, 1966

TEACHER REMARKS - July 1966

Child is Nervous Aggressive Withdrawn Friendly Seeking attentionReading Phonics Word attack skills Comprehension Oral Independent work in study bookReading level (i.e., primer, 3/1,
3/2, etc.)

Publisher of test _____

Math Needs help with basic facts Problem solving

Remarks to help the receiving teacher:

Remarks of the receiving teacher:

APPENDIX B

Grade _____

MULTIPLE-CHOICE SENTENCE COMPLETIONS

On this form are some sentences that are started but not finished.

Below each sentence that has been started are some different ways that it might be finished. You are to put an X in front of the one that makes the sentence most true for you. There are no right or wrong answers. The way you feel about things is what counts.

Let's try an example. Suppose the sentence reads this way:

Today I want to ___play ball

___get a good grade

X go to a movie.

Suppose that what you want most today, of the three choices listed, is to go to a movie. To show that this is your choice, you would put an X on the line in front of the words "go to a movie," as has been done in the example.

Are there any questions?

Start with the first sentence and put an X in front of the one ending that makes the sentence most nearly true for you. Do every one.

There are no right or wrong answers. This is not a test. What is right for you would not necessarily be right for somebody else. Hand in your paper as soon as you have finished. Remember, complete each sentence with only one X; that is, put an X only in front of the one ending that comes closest to the way you really feel.

1. My school work

- ___ is a lot of fun.
 ___ is sometimes fun.
 ___ isn't much fun.
 ___ is not fun at all.

2. Learning from books is

- ___ very interesting.
 ___ interesting sometimes.
 ___ sometimes dull.
 ___ very dull and boring.

3. Studying is

- ___ a lot of fun.
 ___ sometimes fun.
 ___ not much fun.
 ___ not fun at all.

4. The best thing about this class is

- ___ the kids in it.
 ___ the things we learn.
 ___ recess.
 ___ the teacher.
 ___ the fun we have in class.

5. My schoolwork is

- ___ very hard.
 ___ sort of hard.
 ___ sort of easy.
 ___ very easy for me.

6. I learn best when

- ___ I work by myself.
 ___ I work with a friend.
 ___ I work in a group.

7. If only teachers

- ___ would make us work harder.
 ___ wouldn't make us work so hard.

8. In class, working with others is

- ___ the best way for me to learn.
 ___ sometimes good, sometimes not.
 ___ not as good as working alone.
 ___ a waste of time for me.

9. My schoolwork is

- ___ very interesting.
 ___ interesting sometimes.
 ___ sometimes dull.
 ___ very dull and boring.

10. Learning from books is

- ___ a good way to learn.
 ___ good, but I can learn more in other ways.
 ___ not a very good way to learn.
 ___ not a good way at all to learn.

11. Studying is

- ___ very dull and boring.
 ___ sometimes dull.
 ___ interesting sometimes.
 ___ very interesting.

12. The worst thing about this class is

- ☐ the kids in it.
- ☐ the things we have to study.
- ☐ the teacher.
- ☐ that we almost never have fun.
- ☐ that we have to stay in school too long.

13. I can't learn much when

- ☐ I work by myself.
- ☐ I work with a friend.
- ☐ I work in a group.

14. If only teachers

- ☐ would tell us just what they want.
- ☐ would give us more chance to work things out for ourselves.

15. If I should fail in school

- ☐ I'd try to do better.
- ☐ I'd wish I had studied more.
- ☐ I'd feel ashamed.
- ☐ I'd quit school.

16. In class, working with others is

- ☐ not fun at all.
- ☐ not much fun.
- ☐ sometimes fun.
- ☐ a lot of fun.

17. Most of all I want to

- ☐ be rich.
- ☐ be smart and know a lot.
- ☐ have a lot of friends.
- ☐ be able to get others to do what I want them to do.

18. Homework is

- ☐ very interesting.
- ☐ interesting sometimes.
- ☐ sometimes dull.
- ☐ very dull and boring.

19. When I talk about school, my mother

- ☐ doesn't listen.
- ☐ sometimes listens.
- ☐ listens most of the time.
- ☐ is very interested.

20. I learn best when

- ☐ the teacher helps me.
- ☐ another pupil helps me.
- ☐ someone in my family helps me.
- ☐ I can work it out for myself.

21. In class, working by myself is

___ no fun at all.

___ not much fun.

___ sometimes fun.

___ a lot of fun.

22. If I should fail in school

___ I'd be mad at the teacher.

___ I'd be mad at myself.

___ I'd say it was tough luck.

___ it wouldn't be my fault.

23. Studying is

___ very helpful to me.

___ helpful if there is not too much.

___ not very helpful for me.

___ a waste of time for me.

24. In class, working by myself is

___ very easy.

___ easier than working with others.

___ harder than working with others.

___ very hard.

25. If only teachers

___ would make us behave better.

___ would trust us more on our own.

26. I am happiest when

___ I'm with a friend.

___ I'm with my family at home.

___ I'm alone.

27. Homework is

___ a waste of time.

___ not very helpful for me.

___ helpful if there is not too much.

___ very helpful to me.

28. In class, working with others is

___ very hard.

___ harder than working by yourself.

___ easier than working by yourself.

___ very easy.

29. When I talk about school, my father

___ is very interested.

___ listens most of the time.

___ sometimes listens.

___ doesn't listen.

30. In class, working by myself is

___ the best way for me to learn.

___ sometimes good, sometimes not.

___ not as good as working with a group.

___ a waste of time.

31. This school

— is my idea of a good school.

— is o.k. but it could be better.

— isn't very good.

— is pretty bad--I don't like it.

MULTIPLE-CHOICE SENTENCE COMPLETIONS KEY

1.	4	6.	0	12.	0	18.	4	23.	4	29.	4
	3		0		0		3		3		3
	2		0		0		2		2		2
	1	7.	2		0		1		1		1
2.	4		1		0	19.	1	24.	4	30.	0
	3	8.	0	13.	0		2		3		0
	2		0		0		3		2		0
	1		0		0		4		1		0
3.	4		0	14.	0	20.	0	25.	1	31.	4
	3	9.	4		0		0		2		3
	2		3	15.	4		0	26.	0		2
	1		2		3		0		0		1
4.	0		1		2	21.	1		0		
	0	10.	4		1		2		0		
	0		3	16.	1		3	27.	1		
	0		2		2		4		2		
	0		1		3	22.	0		3		
5.	1	11.	1		4		0	28.	1		
	2		2	17.	0		0		2		
	3		3		0		0		3		
	4		4		0				4		
					0						

MULTIPLE-CHOICE SENTENCE COMPLETION
EVALUATION DATA - TITLE I

Whittier Junior High School

Score _____

Test Date _____

Test Date _____

<u>Child's Number</u>	<u>Pre-Title I Score</u>	<u>Post-Title I Score</u>	<u>Gain in Points</u>	<u>Loss in Points</u>
Group 1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____
6	_____	_____	_____	_____
7	_____	_____	_____	_____
8	_____	_____	_____	_____
9	_____	_____	_____	_____
10	_____	_____	_____	_____
11	_____	_____	_____	_____
12	_____	_____	_____	_____
13	_____	_____	_____	_____
14	_____	_____	_____	_____
15	_____	_____	_____	_____
TOTALS	XXXX	XXXX	_____	_____
AVERAGE GAIN	_____	_____	_____	_____
RANGE _____	_____	_____	_____	_____

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